



# The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2023

Commissioned by



Department  
for Education

Created by



This template can be used for multiple purposes:

- It enables schools to effectively plan their use of the Primary PE and sport premium
- It helps schools to meet the requirements (as set out in guidance) to publish information on their Primary PE and sport premium
- It will be an effective document to support Ofsted inspections enabling schools to evidence progress in Physical Education (PE) and evidence swimming attainment, which forms part of the PE National Curriculum. We would recommend schools consider the Intent, Implementation and Impact of any spend, as examined within the Education Inspection Framework.

It is important that your grant is used effectively and based on school need.

Schools must use the funding to make **additional and sustainable improvements** to the quality of the PE, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- Develop or add to the PESSPA activities that your school already offers.

**The Primary PE and sport premium should not be used to fund capital spend projects; the school's core budget should fund these. Further detail on capital expenditure can be found in the updated [Primary PE and sport premium guidance](#).**

The Primary PE and sport premium guidance, outlines 5 key priorities that funding should be used towards. It is not



necessary that spending has to meet all the key priorities, you should select the priorities that you aim to use any funding towards.

Although completing this template is not a requirement for schools, schools are required to publish details of how they spend this funding. Schools must also outline what the impact this funding has had on pupils' PE and sport participation and attainment and how any spending will be sustainable in the future. **All funding must be spent by 31st July 2024.**

The Department for Education has worked closely with the Association for Physical Education (afPE) and the Youth Sport Trust (YST) to develop this template and encourages schools to use it. This template is an effective way of meeting the reporting requirements of the Primary PE and sport premium.

## Review of last year's spend and key achievements (2022/2023)

We recommend you start by reflecting on the impact of current provision and reviewing your previous spend.

Activity/Action	Impact	Comments
Consult with pupils about game types and activities Invest in resources to support activity at playtime	Play leaders researched equipment needed and around. Increase of children involved in structured activities as a result.	
Training of leaders by sports coach Investment in resources to support pupil led games	Child play leaders lead activities a minimum of 3 days a week with groups of around 12 children each time.	
Weekly welly walks for Reception children with PE coach and staff member Purchase equipment, make safe raised beds, purchase of plants, seeds etc	Welly walks taken place weekly, increasing focussed outdoor time and physical activity for reception children by an hour a week Every child in school has taken part in gardening sessions and the school garden is now fit for purpose. Weekly lunchtime gardening club attended by 24% of children	
Team teach approach with PE coach and teachers to plan, model and assess children in a focussed unit of learning for each class across the year	Good quality PE lessons throughout school. Development of progressive curriculum in all areas and established a robust long term plan	
Identify a range of clubs which can be accessed by all children	63% of children took part in an after school sports club or gardening 56% of PP children attended an after school sports club	

<p>Clubs to be run by qualified coaches and staff members Monitor uptake of clubs to check for gender balance, disadvantaged take up and SEND take up</p> <p>Identify events through sports partnership to take part in</p> <p>Monitor participation in events Signpost children towards club sports outside school.</p>	<p>35% of children took part in an inter-school sports event, this included children who didn't access after school clubs. SEND focussed events helped ensure a higher proportion of SEND children were able to access sporting events/enrichment.</p>	
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## Key priorities and Planning 2023/24

This planning template will allow schools to accurately plan their spending.

Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
<p>1. Develop further opportunities for outdoor learning and activity, through:</p> <ul style="list-style-type: none"> <li>• The introduction of forest schools sessions for all pupils</li> <li>• Continuation of welly walks for Reception children to provide and extra hour of outdoor activity</li> <li>• Continuation of gardening club for lunchtime</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils</li> <li>• Teachers</li> <li>• Midday supervisors (gardening club)</li> </ul>	<p>Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</p>	<p>More pupils meeting their daily physical activity goal</p>	<p>£6000</p> <ul style="list-style-type: none"> <li>• Forest schools training (first aid)</li> <li>• Staff hours – forest school lead 1 x afternoon per week plus preparation time</li> <li>• Midday costs – 1 x hour gardening club per week</li> <li>• Gardening resources</li> <li>• Forest school area set up</li> </ul>

<p>2. Increased engagement in interschool sport and after school clubs</p> <ul style="list-style-type: none"> <li>• 4 sports clubs a week</li> <li>• Increase in engagement in interschool sport</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Coaches</li> <li>• Students</li> <li>• Parent/carers</li> </ul>	<p>Key indicator 5: Increased participation in competitive sport.</p> <p>Key Indicator 1: Broader experience of a range of sports and activities offered to all pupils</p>	<p>Across children's time in school, all children including those with SEND and PP, to have accessed competitive, inter-school sport.</p> <p>High levels of children, including SEND and disadvantaged are able to access after school sports</p>	<p>£6000</p> <ul style="list-style-type: none"> <li>• Coach for 4 x after school clubs a week</li> <li>• Coach support at inter-school competitions</li> <li>• AVVSP affiliation fee</li> </ul>
<p>3. Continue to embed and expand structured lunchtime activities:</p> <ul style="list-style-type: none"> <li>• Coach hours to support playleaders and continue with structured lunchtime sporting activities</li> <li>• Purchase of equipment to aid structured play</li> </ul>	<p>Teachers Pupils</p> <ul style="list-style-type: none"> <li>• Middays</li> </ul>	<p>Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</p>		<p>£3000</p> <ul style="list-style-type: none"> <li>• Coaching hours</li> <li>• Equipment for playtime/lunchtime</li> </ul>
<p>4. Continue to develop teacher confidence in</p>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Coaches</li> <li>• students</li> </ul>	<p>1. The profile of PE and sport is raised across the school as a tool for whole-school improvement</p>		<p>£2,330</p> <ul style="list-style-type: none"> <li>• Coaching hours</li> <li>• Planning purchased</li> <li>• PE coordinator time</li> </ul>

<p>delivering the PE curriculum through:</p> <ul style="list-style-type: none"><li>• Development of planning to ensure inclusion and challenge</li><li>• Modelling and team teaching with expert coaches to upskill teachers</li></ul>				
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## Key achievements 2023-2024

This template will be completed at the end of the academic year and will showcase the key achievements schools have made with their Primary PE and sport premium spending.

Activity/Action	Impact	Comments
1.	All children have accessed a unit of forest school sessions. Feedback from parents and children has been positive – children have all enjoyed the sessions, children with complex SEND have positively engaged with all sessions with a positive impact on emotional well-being	
2.	65% of children took part in an inter-schools sports tournament, including all children with ECHPs, and 74% of children with SEND needs. 50% of children with pupil premium attended, so this should be an area of development next year. 75% of children took part in at least one after school sports club	
3.	A rolling program of gardening meant that 35% of children have taken part in at least one lunchtime gardening session. Playleaders have lead structured games through the year and there have been low instances of behaviour instances at lunchtime. Pupil voice surveys show children enjoy their breaktimes.	
4.	Curriculum developed to be progressive, with key learning identified. Pupil voice interviews show children enjoy PE. Teachers confident to support learning in PE and extra coaching time allows for smaller groups to be targeted – eg sensory circuits for small groups of children with SEND needs	

## Swimming Data

Meeting National Curriculum requirements for swimming and water safety.

*Priority should always be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum programme of study*

<u>Question</u>	<u>Stats:</u>	<u>Further context</u> <u>Relative to local challenges</u>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	95%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	85%	<i>All children can use at least one stroke effectively, but 15% of children only used two confidently</i>
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	100%	
If your schools swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons. Have you done this?	No	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Not this year but previously	We have a qualified swimmer instructor on school staff

Signed off by:

Head Teacher:	<i>Ingrid Taylor</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Bridget Crowhurst</i>
Governor:	<i>John Maxwell Jones</i>
Date:	12 <sup>th</sup> June 2024